

**PAY
EQUITY**
EQUALITY AT WORK

2 JOB ANALYSIS

Manitoba
Labour
Pay Equity
Bureau



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2

JOB ANALYSIS

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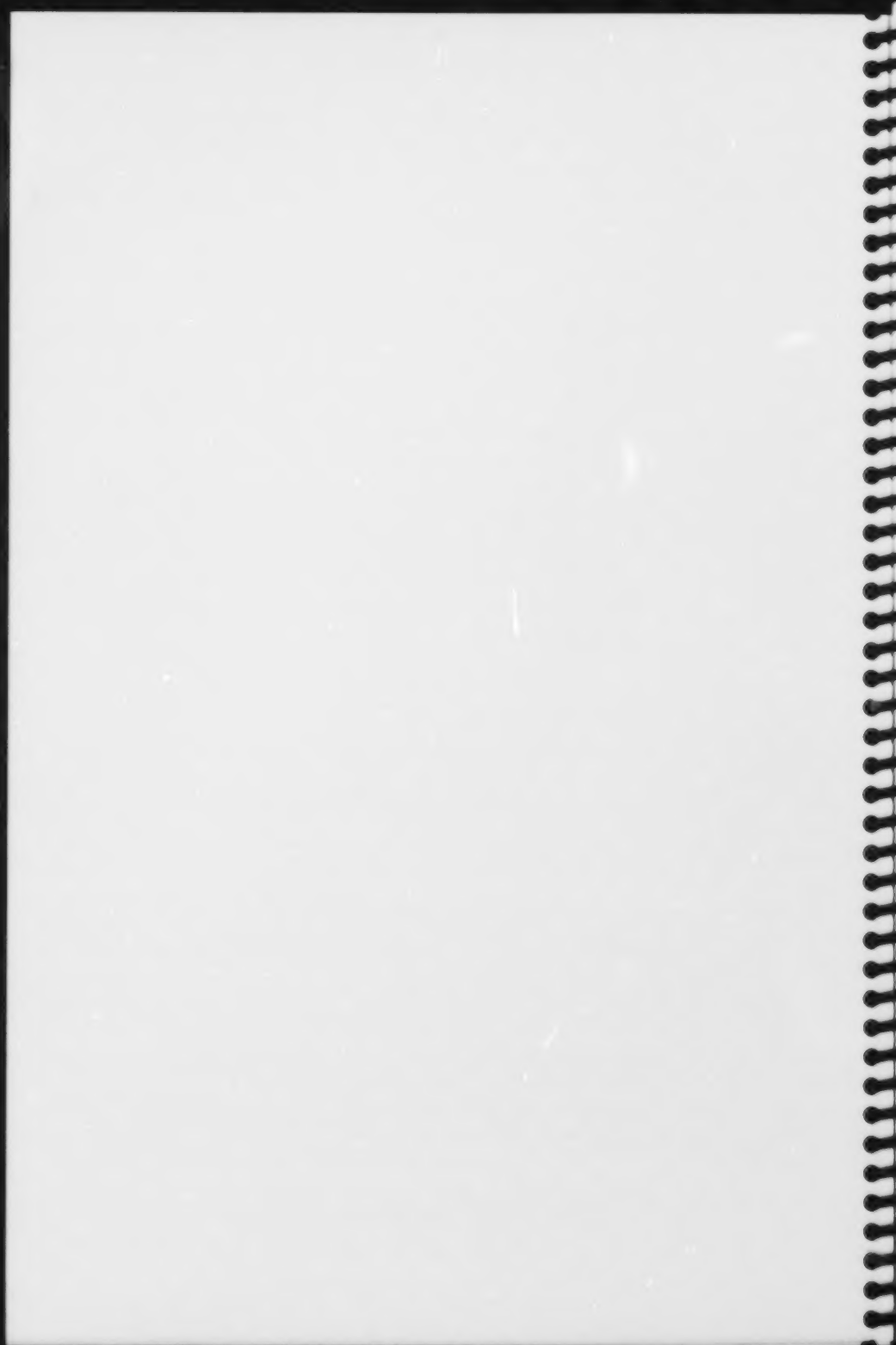


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PREFACE

The introduction of pay equity has heightened the importance of job evaluation and two of its basic components, job analysis and job descriptions.

Job analysis is the process of collecting, verifying and recording the duties and minimum requirements necessary to perform a job. Job analysis is not a study of the employee's performance, but of the duties and requirements of the job itself.

A job description is the result of job analysis and is a list, written in a logical sequence, of the duties and responsibilities of a job.

The purpose of this booklet is to assist those involved in the pay equity process by presenting an overview of:

- questionnaire design
- job descriptions
- job documents, and
- rating.

Other publications in this series are:

Book 1 - Job Evaluation, and

Book 3 - Interpretation and Wage Adjustment

REQUIREMENTS OF THE MANITOBA PAY EQUITY ACT

REQUIREMENTS*	Legislative Reference	
	Direct	Indirect
1. The purpose of the Act is to establish the principle of pay equity in Manitoba and to inform employers, unions and employees, in both the public and private sectors, of the principles and practices of pay equity.	Section 2	
2. Pay equity is defined as a compensation practice which is based primarily on the value of the work performed, regardless of the gender of the employee. It includes the requirement that no employer shall establish or maintain a difference between the wages paid to male and female employees, who are performing work of equal or comparable value.	Section 1 - definition of "pay equity"	Section 6(2)
3. Value is assessed using the composite of skill, effort and responsibility normally required in the performance of the work and the conditions under which the work is performed.	Section 6 (1)	Section 6(2)
4. No employee's wages can be reduced to implement pay equity.	Section 7(1); 7(2)	

*The Pay Equity Act, S.M. 1985-86, c. 21. C.C.S.M. c.P.-13.

REQUIREMENTS OF THE MANITOBA PAY EQUITY ACT

5. Pay equity is mandatory in the Manitoba Civil Service, Crown corporations, and 27 external agencies comprising 23 hospitals and 4 universities. Under the act, the civil service commenced implementation October 1, 1985, while for the other entities the process began as of October 1, 1986. The external agencies are listed in the Schedule at the end of the Act.

Section
8(1); 13(1)
Schedule A

Section 1 -
definitions
of "Crown
entity" and
"external
agency";
Section 3

6. Other external agencies (such as personal care homes) which receive a substantial portion of their revenue from provincial government funding can be required to implement pay equity by regulation. Local governments and school divisions are not covered by the Act.

Section 1 -
definition of
"external
agency"
Section 18 (1);
18(2); 18(3);
18(4); 19(c)

7. Three features of Manitoba's legislation distinguish it from other existing equal value legislation in Canada: it is pro-active, it makes use of the collective bargaining process, and it calls for the establishment of a Pay Equity Bureau.

Section
8(1); 8(2); 8(3);
13(1); 13(2);
13(3); 5(1)

Section
11; 16;
9(1); 14(1)

8. The pro-active approach obliges the legislated public sector employers to apply a single, gender-neutral, job evaluation system to female-dominated and male-dominated classes of employees in order to compare the value of the work performed. The purpose of the job evaluation process is to identify pay inequities.

Section
9(1); 14(1)

REQUIREMENTS OF THE MANITOBA PAY EQUITY ACT

9. A class is considered gender-dominated if 70% or more of those in a class of 10 or more people are of the same gender. In the case of employers with more than 500 employees, other classes may be considered gender-dominated if negotiated by the bargaining parties involved.

Section 1 -
definitions of
"female-
dominated
class" and
"male-
dominated
class"

10. Through the collective bargaining process required by the Act, employees play a vitally important role in the implementation of pay equity. Unions, representatives of non-unionized employees, and the employer are obliged to bargain in good faith, making every reasonable effort to reach agreements respecting this process.

Section
8(2); 8(3);
13(2); 13(3)

Section 1 -
definition of
"employee
representa-
tive"

11. A Pay Equity Bureau has been established in Manitoba Labour, managed by an executive director with broad powers to monitor compliance with the legislation. Public sector employers must file reports with the bureau. These reports will be summarized in the executive director's annual report, which is to be tabled by the Minister responsible in the Legislature. Should the bargaining process break down, the executive director will also have the right to refer unresolved matters to adjudication.

Section
5(1); 5(2); 5(3);
9(2); 14(2);
5(2)(c); 5(4);
10(2); 10(3);
15(2); 15(3)

Section
10(3); 15(3)

REQUIREMENTS OF THE MANITOBA PAY EQUITY ACT

12. In addition to these important monitoring and reporting functions, the bureau also has a mandate to provide pay equity information and assistance to employers, employees, and bargaining agents, in the public and private sectors.

Section
5(3)(a)

Section
5(2)(a); 2(b)

13. A pay equity commissioner was designated to oversee the day to day details of implementation within the civil service, while the Act provides that the other entities may designate a person as pay equity officer to perform a similar role for those organizations. The pay equity commissioner and any appointed officers are obliged to co-operate with the executive director of the Pay Equity Bureau so that the executive director can effectively monitor progress and provide any needed assistance.

Section
12(1); 12(2);
17(1); 17(2)

14. The Act contains specific deadlines for reaching agreements. In the provincial civil service, implementation began on October 1, 1985. An agreement respecting the development or selection and application of a job evaluation system was to be reached by June 30, 1986. Crowns, designated hospitals and universities began the process October 1986 and had until June 30, 1987 to complete this stage.

Section
8(1); 9(1);
13(1); 14(1)

- | | |
|--|--|
| <p>15. Once job evaluation is completed, a second round of negotiations deals with the exact allocation and phasing-in of necessary wage adjustments. This second agreement was reached September 30, 1987 by the civil service, while the other entities were scheduled for completion by September 30, 1988. Wage adjustments follow completion of this stage.</p> | <p>Section
9(1); 14(1)</p> |
| <p>16. Impasses in the civil service could be referred to an arbitration board. The other entities could be referred to the Labour Board for adjudication.</p> | <p>Section
10(1) through
to 10(9); 15(1)
through to
15(8)</p> |
| <p>17. Pay equity wage adjustments may be phased in over 4 years, following completion of the second agreement.</p> | <p>Section
7(3)(b); 9(1);
14(1)</p> <p style="margin-left: 20px;">Section 1-
definition of
"wages"</p> |
| <p>18. In any twelve-month period, however, no employer is obliged to allocate more than 1% of the previous year's payroll for pay equity wage adjustments.</p> | <p>Section 7(3)(a)</p> |
| <p>19. Although the Act makes provision for regulations, to date* no regulations have been enacted.</p> | <p>Section 19</p> |
| <p>20. Nothing in this Act affects the existing obligations of employers or the rights of employees under the "equal pay for equal work" provisions of The Employment Standards Act.</p> | <p>Section 4(2)</p> |

*January 1988

JOB ANALYSIS PROCESS

For pay equity purposes, the objective of job analysis is to provide a basis of job content information for comparing male and female-dominated job classes in an organization. The process of job analysis involves a systematic collection and evaluation of all of the relevant job information relating to specific job classes.

One method of gathering information on job classes is through a job questionnaire. When a questionnaire is complete, a job description can be prepared. The following sections provide information and guidance on job questionnaires and job descriptions.

Although these are standard procedures for job analysis, it should be noted that there are other job analysis methodologies which may be used such as observations or updating of old job descriptions. However, all procedures and methods which are selected should be assessed in terms of the legislated parameters of The Pay Equity Act.

Questionnaires: Design And Process

To evaluate a job class for pay equity purposes, it is essential to compare male and female-dominated job classes against the four common factors of skill, effort, responsibility and working conditions. For the comparison of these classes, specific job content information is necessary. To obtain this information, incumbents in the job classes being compared must be asked to provide certain information. A job questionnaire is a standard method of obtaining this type of information. The following section deals with questionnaire methods; questionnaire design and construction; and questionnaire administration.

1. Questionnaire Methods: Self-Administered Versus Interview

Two of the main methods which may be used for gathering information on job content are self-administered questionnaires and interviews. Self-administered questionnaires are written questionnaires completed by the incumbent. Interviews are conducted by an interviewer usually person-to-person with an incumbent. The method which is most appropriate for a particular organization will depend on a number of factors such as the time frame, the number of incumbents to be surveyed and the general logistics. It should be noted that for pay equity purposes, the selected method must be standardized across all job classes to be evaluated. That is, self-administered questionnaires could not be used for one job class, for example, clerk-typist, while interviews are used for another job class, for example, accountant.

Also, within the context of pay equity, the methods should be assessed in terms of eliminating any bias from one job class over another. For example, if the self-administered method is used, incumbents in one job class may be more successful than those in another class simply because they are more literate. If the interview method is used, incumbents in one job class may come out more favourably than those in another class based on verbal communication and confidence. The collected information should be examined to see if this type of bias has entered the analysis process.

A. Length of Questionnaires

Length is not a major problem with interviews but is more of a consideration for self-administered questionnaires. Interviews can commonly run from one to two hours without fatiguing the respondent or job incumbent. However, if self-administered questionnaires go over 100 to 125 questions, many respondents may refuse to complete the questionnaire.

B. Types of Questions

The types of questions which can be asked will vary with the method of obtaining information. The interview is superior to the self-administered in the following ways: asking open-ended questions (those with no answer provided); providing probes for additional information; lowering risk of skipping questions; and a capacity to ask complex questions. However, the self-administered method can be less threatening to a respondent and may lower the respondent's distortions of answers to please the interviewer.

C. Questionnaire Format and Construction

Problems with questionnaire format are greater with self-administered questionnaires since there is no chance for clarification and feedback. All questions must be clear and concise.

D. Administrative Considerations

Considerations to be addressed are generally to the areas of staffing, timing and cost. For pay equity purposes, negotiating parties must consider the time frame for collecting information. If the self-administered method is to be used, time must be allowed for distribution, follow-up contacts and other follow-up procedures. If direct interviews are to be

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used, consideration must be given to finding qualified, trained interviewers, to understanding the nature of the incumbents being interviewed and to establishing the logistics of the exercise. Cost will obviously be a consideration.

2. Questionnaire Design and Construction

Organizations undertaking job analysis as part of pay equity implementation must make decisions not only on methods of data collection but also on actual questionnaire content. The following section provides some general rules for wording, question structure, format for responses, and possible problems with questionnaires.

A. Wording of Questionnaires

The first step in formulating questions involves assessing what type of information is needed.

For pay equity purposes, this information is essential to provide the basis for the job descriptions. Therefore, the job questionnaires must be able to provide relevant information on:

- the functions of the job and why it exists (overall job objectives);
- the duties and responsibilities of the job;
- the nature of the supervision received and/or given; and
- the conditions under which the job is performed.

In summary, the information provided must be comprehensive enough to evaluate the job based on the four factors of skill, effort, responsibility and working conditions.

B. Structure of Questions

Careful attention must be given to question structure. A major factor to consider in question structure is whether the question should be open-ended or closed-ended. A closed-ended question gives a list of choices of answers while an open-ended question gives no set list of answers; the respondent must create the answer.

An example of a closed-ended question would be:

How often do you use a calculator while performing your job duties?

- 1) at least once a day
- 2) once to six times a week
- 3) once to three times a month
- 4) less than once a month

An example of an open-ended question would be:

How often do you use a calculator while performing your job duties?

In designing a job questionnaire, a combination of closed and open-ended questions may be used. For example, after giving the incumbent a proper definition and explanation of what is required, the following question can then be asked:

Do you have supervisory responsibilities?

Yes _____ No _____

This would then be followed with another closed-response question such as:

If yes, do you:

1. Train or instruct others _____
2. Assign work to others _____
3. Co-ordinate the work of others _____
4. Review work of others _____
5. None of the above _____

This would be followed by an open-response question for those who gave category 5 as a response.

Please describe your supervisory responsibilities.

Whether it is more appropriate to use a closed-ended or open-ended question is dependent on the question being asked. However, there are specific advantages and disadvantages to these question structures.

The advantages of closed-ended questions are:

- standardization of the answers thereby allowing comparisons of one incumbent to another;
- facilitation of incumbent responses;
- questions which are less threatening; and
- provision of answers which clarify the meaning of the questions.

The disadvantages of closed-ended questions are:

- response categories may not include all the possible responses;
- respondents may answer randomly; and
- respondents not allowed to interpret questions differently.

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The advantages of open-ended questions are:

- respondent can provide detail, qualifications and clarifications to answers;
- all possible response categories do not have to be known; and
- complex questions are more easily dealt with.

The disadvantages of open-ended questions are:

- no standardization from one incumbent to another;
- incumbents must have good language and writing skills;
- greater time and effort is required by incumbent; and
- coding the questionnaires is more difficult.

C. Format of Responses to Questions

The format for responses is directly dependent on the type of question being asked. The format for responses to open-ended questions is a blank space where the amount an incumbent writes is dependent on the amount of space allowed. The response format for closed-ended questions depends on the nature of the information being asked. However, the standard types of measurement are:

- Nominal: The categories are discrete and non-numerical.

For example: What is your sex?

female _____
male _____

- Ordinal: The categories of response are ranked in order.

For example: How often do you do work which hurts your eyes?

- most of the time _____
- often _____
- once in a while _____
- almost never _____

For response categories which are subjective, decisions must be made on the number of categories, and the range of response categories. Commonly used response scales include:

- Excellent/Good/Fair/Poor/Bad
- Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
- Very Important/Important/Somewhat Important/Not Important

D. Ordering Questions in a Job Questionnaire

Sensitivity to the order in which the questions are asked is important

because the order can affect the incumbent's response. Ordering differs for self-administered questionnaire and interviews. For self-administered questionnaires the more interesting questions should be at the beginning to attract the incumbent's interest. However, the opposite ordering should be used for interviews. Interviewers should first ask standard questions which are non-threatening to establish rapport with the respondent.

E. Possible Difficulties with Question Wording

The incorrect use of words in a job questionnaire can result in misunderstanding, misinterpretation, biased answers and respondent's refusal to answer. There are some common errors or pitfalls which should be kept in mind when drafting a questionnaire.

(i) Ambiguous Questions

The questions should be precise so that the incumbent knows exactly what is being asked.

For example: How do you rate your working conditions?

It is not clear whether "working conditions" refers to physical surroundings, atmosphere, hazards or other factors. The question might be better phrased:

How do you rate your physical working area?

(ii) Double-Barreled Questions

Questions should be designed to elicit a single answer from an incumbent. A double-barreled question requires more than one response. If the word "and" or "or" appears in a question, it should be checked.

For example: Do you type letters or answer inquiries?

How can it be determined if a "yes" answer means a "yes" to typing letters or answering inquiries? The question should be:

Do you

- | | | |
|---------------------|----------|---------|
| a) type letters | yes ____ | no ____ |
| b) answer inquiries | yes ____ | no ____ |

(iii) Leading Questions

Care should be taken to avoid wording questions so they are no longer neutral or suggest what the answer should be.

For example: Most workers surveyed have good working conditions.

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Describe your working conditions.

The manner in which this question is asked implies that most workers have good working conditions and makes an incumbent uncomfortable stating unpleasant working conditions. A better question would be:

How do you rate your physical working conditions?

excellent _____

good _____

fair _____

poor _____

Please describe: _____

(iv) Biased Questions

A question can be biased so that the wording encourages respondents to answer in a particular way.

Gender-bias is an extremely important area to address in a pay equity exercise. Questionnaires should be carefully screened to ensure that questions do not have gender-biased wording or stereotyped notions of male and female work.

For example: What job do you do?

plumber _____

clerk-typist _____

bookkeeper _____

If plumber, please describe equipment: _____

The bias lies in assuming that the male job uses equipment while assuming the female jobs use none. Often, office equipment such as word processors, typewriters and calculators which are mainly used by women, are not considered equipment.

Book 1 - "Job Evaluation" provides more explanation and detail on gender-biased wording to avoid throughout the pay equity process.

(v) Other Wording Problems

Other wording problems to watch out for include questions which are too vague, too precise, irrelevant, phrased in negative terms, objectionable and too long.

3. Administering the Job Questionnaire

After an acceptable questionnaire has been constructed, the next

stage is the fielding or administering. However, before the questionnaire is used it should be pre-tested.

A. Pre-Testing

Pre-testing can point out problems in construction or wording. For pay equity purposes, a pre-test can assist in showing if the questionnaire captures sufficient job information to assess the job on skill, effort, responsibility and working conditions. Also it can point out possible gender-bias in the questions.

Pre-tests should be carried out on three distinct types of groups; representative job incumbents, job information users (negotiating parties) and colleagues. These groups will each view the questionnaire from a different perspective. Colleagues can point out design and wording flaws, users of the information can point out areas where data is missing, while representative respondents can point out questions which may be misleading or easily misunderstood.

B. Fielding a Self-Administered Job Questionnaire

(i) Instructions

Every questionnaire should contain an introductory section and clear and concise instructions.

For pay equity purposes, the introduction should contain a brief description outlining the reasons for and objectives of the questionnaire. It should be clearly stated it is the job position which is being evaluated not the incumbent in the position.

(ii) Distribution and Return

The basic method of distribution and return for self-administered questionnaires is through the mail accompanied by a letter of introduction and a return envelope.

As questionnaires are returned, they should be assigned an identification number. To increase response rates, follow-up mailing can be used. Timing of subsequent mail-outs is critical and should be no more than two to three weeks after the first mailing. Follow-up mail-outs can consist of a reminder letter and/or a second copy of the questionnaire.

C. Administering Interviews

As discussed, this method generally involves an interview encounter

between the interviewer and incumbent.

In a pay equity context, the interviewer should apply the same principles as outlined for the self-administered questionnaire. The interviewer should begin with an explanation of the purpose of the job questionnaire. Special care should be taken to use gender-neutral language throughout the interview.

(i) Interview Preparation

Preparation is essential in order to obtain the necessary information. The interviewer should:

- ensure any formal questionnaire being used is complete and meets the standards which have been discussed previously;
- contact the incumbents to be interviewed approximately one week before the interview giving a brief explanation of the purpose and objectives of the process;
- arrange to interview the incumbents at the worksite, but in a private setting, free from interruption.

(ii) Conducting the Interview

The interviewer should establish a neutral atmosphere. It is important that the interviewer not make an incumbent feel threatened or ill-at-ease as this can affect the responses and create bias.

General guidelines for conducting the interview include:

- The interviewer should be very familiar with the questionnaire. S/he must be able to read the questions without error and follow the wording of questions exactly;
- The interviewer must also record responses exactly; during the session, the answers should not be summarized;
- The interviewer should be prepared to probe for responses, particularly in the case of open-ended questions. Probes must be completely neutral. Common neutral probes are "In what ways? How is that? and Anything else?"; and
- If more than one interviewer is involved in conducting the job questionnaire, standardization is necessary. Interviewers should have a training session in a group. The session should include: description of what the purpose and objectives of the questionnaire are; guidelines and procedures; outlining of specifications which accompany the questionnaire. These specifications assist in clari-

fyng and explaining difficult questions.

With respect to the pay equity exercise, particular attention should be given to alerting interviewers to possible gender-bias. As discussed previously, the use of interviews or open-ended questionnaires may discriminate against women because of gender differences in the way language is used. Women have a tendency to under-describe their jobs and men to over-describe their jobs.¹

Where questionnaires are used, if employees are not asked about specific job content or are asked incorrectly, they cannot properly report important job content. Questions should be formulated in such a way that incumbents understand their applicability to their job content. For example, a question may be asked about a particular type of work but may have wider relevance. This may result in important job content remaining unreported.

For example, questions about record keeping might be listed among a series of content items relevant primarily to administrative work. Explanatory instructions preceding the question might use an example from an office job. As a result, institutional caretakers (for example, in hospitals and correctional facilities) would not answer these questions, despite the fact that this task is an important part of their work, because the question would be perceived as inapplicable by these incumbents.²

(iii) Interview Suggestions for the Incumbent

The interview process will be more successful if incumbents also prepare themselves prior to the interview. The following are some of the ways that an incumbent can prepare for the interview:

- prepare a list of major job duties;
- bring examples of forms, briefs or other documents that are part of the job duties or tasks;
- make sure that answers are clear and concise so that the interviewer does not misunderstand;
- watch for any possible distortions about job duties; and
- be careful to use the appropriate level of words when describing the job. Women may tend to use "weaker" verbs than those used by men, for example "supervise" versus "manage".

In summary, after the interviews or self-administered questionnaires are completed, the incumbent's responses must be verified. If clarification is necessary, the incumbent and/or supervisor should be ques-

tioned. For most types of job analysis, the information is checked with the incumbent's supervisor, then processed and put into a format for job descriptions.

The next section deals with methods of compiling the information gained from job analysis and putting it into job description format.

A job description is the result of the collection, examination and verification of the job duties. A job description is a list of the duties and responsibilities of a job that are measurable and ratable. Job descriptions should contain information on: the overall objectives of the job; the tasks, duties and responsibilities of the job; the supervision received and/or given; the conditions under which the work is performed; and specific job features such as operation of equipment or necessary educational or experience requirements.

The job description is used to convey information which is subsequently analyzed and measured against the four factors of skill, effort, responsibility and working conditions in order to determine the relative values of gender-dominated job classes. This is an essential component of the pay equity process. The information must be evaluated on the basis of skill, effort, responsibility and working conditions. The following section elaborates on the steps necessary for writing a job description.

Writing A Job Description

The five basic steps to follow when writing a job description are Planning, Separation, Draft, Review, Verification.

1. Planning

A. Remember, job descriptions are being written so that male and female-dominated jobs can be compared for pay equity purposes.

B. Review any existing job descriptions.

- Is the description up-to-date?
- Are there problems with the present style?
- Is it prose or point style?
- Are the duties poorly or well described?
- Is there enough information contained in the job description?
- Are there problems with interpretation?
- Are there any classification grievances connected to the job?
- Does the job title reflect the job content?

2. Methods of Separation

There are many methods of separating the initial list of duties into a job description format. The methods highlighted here will be major and minor; percentage; sequential; prioritization; and the preferred method.

A. Major and Minor

One method of separation is on the basis of major and minor duties. Major duties are the key elements that state the primary function of a job. Minor duties are the peripheral or secondary duties that support the major duties.

In writing the job description, the major duties would be in the top half of the job description and the minor duties would be in the bottom half of the job description.

There is no firmly established number of major duties, and experts will quote any number from 3 to 15. Experience is the best predictor of which duties are major and which duties are minor.

The key element is the acceptance by the incumbent(s) and supervisor(s) that the description is accurate.

B. Percentage

A second method of separating duties is on the basis of the "percentage of time that it takes to perform a particular duty". This method is directly related to Time and Motion or Work Study.

The percentage method can be measured on a daily, weekly, monthly or yearly average depending on the particular job. For example, the preparation of a summer session calendar may take 3% of the annual time for a university administrative assistant, or the sweeping, washing and waxing of classrooms may take 85% of the daily time for a janitorial position.

The disadvantage of this method is that there is a tendency to consider duties that take a higher percentage of time to complete as being more important, rather than assessing the actual amount of skill, effort, responsibility or working conditions that are required to perform the duties, so it will be of limited use for pay equity.

C. Sequential

A third method of separating duties is to list the duties in order of sequence over a given period. This method applies more to an assembly line function where the duties are repetitive and generally follow a given pattern. For example, the job description may read:

- (i) Stop carriage at Point X
- (ii) Insert 1/2" bolt at Mark A
- (iii) Thread nut on inserted bolt at Mark A

- (iv) Tighten nut at Mark A with power gun
- (v) Rotate carriage to Point A
- (vi) Repeat Step #2-3-4
- (vii) Rotate carriage to Point X and repeat the procedure at corresponding marks.

D. Priorization

A fourth method of separating duties is to prioritize all of the duties and list them from the highest to the lowest priority. This method is also called the "Order of Importance" and the duties are listed in a descending order from the most important to the least important.

Another version of this method is called the "Importance of Decision". This method lists only duties that require a decision and the duties are listed in a descending order from the most important decision to the least important decision. The decision method is not widely used because it eliminates important duties that do not require a decision and is non-quantitative.

E. Preferred Method

The preferred method of separating and listing duties on a job description is a combination of the "Major/Minor" and "Priorization" (Order of Importance) methods.

The initial list of duties is divided into major and minor components. The major duties are listed in the top half of the job description in a descending order of importance. The minor duties are listed in the bottom half of the job description in a descending order of importance.

3. Draft Stage

The purpose of the job description is to give a clear understanding of the work performed. The priority is to prepare a job description that accurately reflects the job duties and is acceptable to the incumbent and supervisor. The decision of what duties are to be listed on the job description is perhaps the most difficult aspect.

A. Review each duty listed and ensure that it accurately says what is being done. For example, instead of: "Handles mail"; it might read: "Receive, stamp and distribute incoming mail". Instead of: "Assist supervisor with production problems"; it might read: "Review and analyze production complaints" and "Recommend production adjustments".

JOB DESCRIPTIONS

The verbs that are used to describe the duties are the most important words in the sentence because they introduce what is being done. Avoid ambiguous words such as "handles", "assists", "responsible for". These words give no clear meaningful action. Check each duty on your list to ensure that you use proper verbs.

B. Once there is a list of all of the duties well described, the next step is to group the duties that are similar in nature or function. For example, put all "supervisory" duties together, or all "contact" duties together.

For example:

Random List

Greet and direct public to departments
Supervise 9 tellers
Requisition tools/equipment
Process change orders
Recommend disciplinary action
Set up and maintain files
Contact contractors for bids
Develop work schedules
Negotiate purchase agreements
Train new workers

The grouping of similar duties would be:

"Supervisory" Group of Duties

Supervise 9 tellers
Recommend disciplinary action
Develop work schedules
Train new workers

"Contact" Group of Duties

Greet and direct public to departments
Contact contractors for bids
Negotiate purchase agreements

The purpose of the grouping is to arrange the duties in a sequence or in continuity.

C. The accuracy of job evaluation is greatly enhanced when the job description reflects what is measurable and ratable. Job descriptions must provide information on skill, effort, responsibility and working conditions.

D. Revise the list and delete duties that are not measurable and ratable. Think in terms of what is being done and how it is being done.

E. Review any questionnaire or interview notes to ensure that duties important to the incumbent or supervisor have not been eliminated.

F. List major and minor duties.

G. Arrange each of the two lists in a descending order of importance. You will have a "major" list of duties and a "minor" list of duties written in a descending order.

H. Review the lists to ensure that each duty is introduced by the proper verb that typifies the action required.

I. Add sufficient information to each statement so that it is complete. For example: "Instruct employees in the use of machines and equipment" might read: "Instruct employees in the use of machines and equipment such as Copy-Dex, Euphoria 2000, and Parabola P50".

The additive "such as" with examples, will serve to give the reader an idea of the types of machines and equipment.

There is now a "rough draft" of a job description. A rough draft is just that - it is an attempt to describe the major/minor duties that are measurable and ratable and put them in a logical sequence.

4. Review

The following is a checklist that may be used to ensure that the job description has been properly assembled. It is not all encompassing, but will give an idea of what might be included.

- Is the present tense used throughout?
- Are the technical words easily understood?
- Check that the duties are separated into major and minor.
- Ensure that accurate verbs are used.
- Check to see that the duties are listed in a logical order.
- If there is doubt as to whether or not a duty should be included in the job description, the best rule is to add it.
- Review the Job Title to ensure that it reflects the job content.
- The job descriptions will be used for job evaluation, therefore, highlight enough information in the areas of:
 - human relation skills
 - nature and purpose of communications
 - interruptions, deadlines, pressure

JOB DESCRIPTIONS

- frequency and duration of mental/physical demands
- environment
- hazards
- nature and scope of supervision given to others
- amount of latitude for an employee
- machines, equipment, instruments
- consequence of error

5. Gender-Bias In Job Descriptions

For pay equity purposes, special consideration should be given to the possibility of gender-bias in job descriptions. For example, job content characteristics of female-dominated jobs may have been overlooked or ignored. The content of women's jobs can be confused with stereotyped notions of inherent female attributes. A list of frequently overlooked job content associated with women's jobs prepared by Steinberg and Haignere³ is reproduced here:

List of Frequently Overlooked Job Content in Female Jobs

Fine motor movement skills like rapid finger dexterity
Special body co-ordination or expert use of fingers (e.g. typing, giving injections, sign painting)
Scheduling appointments
Co-ordinating meetings
Record-keeping
Filing
Writing standard letters
Reading forms
Protecting confidentiality
Working office machines
Cleaning up after others
Sitting for long periods of time
Time stress
Communication stress (dealing with upset people)
Gathering information from upset or ill people
Calming upset people
Stress from distractions
Stress from concentration (e.g. VDT)
Stress from exposure to the sick and disabled
Stress from multiple role demands (being asked to do work quickly)

and to provide better service to several people)

Working with constant noise

Working an open office setting: with or without room dividers

Answering questions for the public on the phone or in person

Answering complaints from the public

Responsibility for inmates, patients or residents of institutions

Degree of severity of problems of inmates, patients or residents of institutions

Degree to which new or unexpected problems on the job arise

Damage to equipment from a mistake

6. Verification

The final job description should be verified as accurate and completed by the incumbent and the incumbent's supervisor. If the services of an analyst or consultant are used, this person may also have been involved throughout the stages described, and may also wish to verify the job description.

The three major components of a complete job document are the job identification, the job description and the job specification.

Job Identification

This section of the job document identifies the job, and specifically details items such as job title, title of supervisor, date prepared/accepted, department or work location, supervision given to others, title of other jobs supervised, and job summary. Two important items on the job identification are the job title and the date. The job summary is an outline of the major duties of the general scope and nature of the job. It is essential that the date appear on the document. It can be either on the job identification or job description.

A sample format is shown in Appendix A.

Job Description

As discussed, the job description is the heart of the job document and details the duties and responsibilities that are being performed. The description must cover all areas of skill, effort, responsibility and working conditions since the job description will then be used to evaluate male and female-dominated job classes for pay equity purposes. The duties listed in order of importance usually are brief statements of what is being done.

A sample format is given in Appendix B.

Job Specifications

Job specifications may also be used as the final step in job analysis. The information collected is translated into job or class specifications, in terms of the selected factors. In the case of pay equity, the specifications would be translated in terms of the factors of skill, effort, responsibility and working conditions. The job specifications are the minimum qualifications required to perform the job and are not to be confused with an employee's personal qualifications or hiring specifications.

Some typical examples of items appearing on job specifications are:

1) Skill:

- Dexterity of fingers
- Muscle co-ordination

- Time required for acceptable proficiency
- Precision required
- Technical knowledge
- Specialized training

2) Effort:

- Concentration
- Meeting emergencies
- Endurance
- Time spent sitting
- Lifting

3) Responsibility:

- For public contacts
- For records
- For budget
- For equipment

4) Working Conditions:

- Place (outdoor, indoor)
- Type (desk, bench)
- Surroundings (clean, dirty)
- Illumination (natural, artificial)
- Atmosphere (ventilated, fumes, dust, drafty)
- Hazards (sight, muscle strain, hands)

Appendix C provides an example of a possible format for job specifications.

Gender-Bias In Job Specifications

Particular attention should be given to gender-bias in the job specification process. Unless those writing job specifications are given training in awareness of sex stereotyping and bias, there is a real danger that these may be incorporated into the specifications. The same kind of bias that manifested itself in the collection of job content information can occur at the job specification stage, by "editing" content from the specifications.

One example is taken from a job evaluation manual comparing the

rating of experience for typist and truck driver. Necessary pre-job and on-the-job experience for these two jobs had to be described in the job specification. The typist was judged to require one month of training time - the truck driver twelve months. Both positions involve skills typically learned prior to entry in the labour force, by formal and informal means. The significant difference in the length of on-the-job experience may well have been a product of cultural stereotypes. In that plan, had the typist required the same training time as the truck driver, it would have meant an increase of two pay grades.⁴

Another illustration of how gender-bias can manifest itself in the preparation of job specifications is in the number of repetitive statements within and among the factors. For example, in one jurisdiction studied, it was found that in male-dominated classifications the same characteristic was often listed twice within a factor, by using first an "ability" statement e.g. "the ability to lift and carry heavy objects" and then a "willingness" statement e.g. "the willingness to lift and carry heavy objects". By contrast, for female-dominated jobs such as typist and stenographer, willingness statements did not duplicate ability statements.⁵ Consistency in the approach to job specifications in this respect would minimize gender-bias.

Collecting accurate, unbiased information about jobs is a complex exercise, which can be both challenging and time consuming. It is an essential stage of pay equity implementation. After this stage is complete, the next step is the rating process.

After the information on the job classes has been assembled and verified, the parties involved in implementing pay equity are ready to rate the job classes.

At this stage, the practical application of the job evaluation system occurs, and the information which comes out of the exercise is the basic data which the negotiating teams will use to arrive at wage adjustments. This wage adjustment phase will be dealt with in more detail in Book 3 - Interpretation and Wage Adjustments.

Every organization which is implementing pay equity will tackle rating uniquely, working out a process which makes sense for the organization in relation to structure, human and financial resources, and the time available. While individually tailored approaches make good sense and are necessary for reaching practical and effective solutions, there are some common threads for everyone.

The basic ingredients are: the job evaluation system which has been chosen or developed; the job descriptions and job specifications; the rating committee members; and possibly, the advice and assistance of a consultant or experienced professional.

Once the job description process is complete, the rating committee applies the selected job evaluation system to determine the value of the jobs under review.

The Job Evaluation System

Under the mandate of the Manitoba Pay Equity Act, the selected or developed job evaluation system must meet the legislation's tests of being gender-neutral, and being a single system, capable of measuring skill, effort, responsibility and working conditions.

For rating, the committee members will require a solid working knowledge of the system. This will require training. Whatever the process the parties have agreed to when acquiring a job evaluation system, they will now have to take adequate steps to ensure that rating committee members understand how to apply the system. Where there is a consulting firm involved, they will usually undertake the training of the committee members. Given that the composition of the rating committee may differ from the composition of the negotiating committee, it may be useful to open the training to a broader group and include negotiators.

The Role Of The Consultant

Not every organization will use a consultant. Some will prefer to develop or modify in-house systems without external assistance. However, where a consultant is used, it is important to clarify the role. This is the decision of the parties. The consultant will obviously provide important information and expertise regarding the use and application of a particular job evaluation system. The Manitoba legislation places the decisions regarding implementation firmly in the hands of the bargaining parties. Most consultants will welcome a clarification of their role which should be one of facilitator and provider of expertise.

The Rating Committee

The composition of the rating committee will reflect particular organizational realities: the size of the project; the human and financial resources of the organization; the breadth or scope of the jobs being examined; the number of parties involved in the implementation. In general, it is wise to ensure that the main interests are properly represented. For example, there should be union-management balance. In a multi-party, bargaining situation, however, some thought should be given to a process for fair representation. In a situation, for example, where there are management, 8 or 9 unions and representatives of non-unionized employees, one could, by simple pairing, end up with a rating committee of twenty. This is likely to be unmanageable, and the parties must give some thought to achieving a fair but workable committee process.

Additionally it is wise to consider having as wide a range as possible of job knowledge or expertise represented on the rating committee; and it is wise to balance the female/male composition of the committee.

In structuring a rating committee it is also expedient to take a careful look at the personalities involved. There is little to be gained, for example, from including people who are known to have a history of conflict. The parties should have the objective of assembling a group of credible, respected, and informed individuals.

Training, fair representation on the committee, and a commitment to doing a good job are major contributors to a successful process. It is also important to understand that job rating can be a demanding process. While it may seem very basic, it is important to note that a well-lit, comfortable working space is essential. Committee members also have

to be given adequate time and resources to accomplish this task on schedule while meeting the high standards of fairness and the timelines imposed on them by the legislation.

Gender-Bias In Rating

For a pay equity exercise, committee members should all be trained so that unintentional gender-bias in the evaluation process itself can be minimized. What is learned about sex roles through our society is so pervasive that everyone tends to be unaware of the way in which this socialization process can influence decision making and analytical activities. The joint Communication Workers of America/American Telephone & Telegraph (CWA/AT&T) job evaluation system provides examples. A male member wanted to give very few specialized skill points to a stenographer on the theory that anyone can learn shorthand! A female worker scored her own job lower than any other member of the team.⁶

The order in which rating committees evaluate jobs can also be problematic. Frequently, jobs are considered by occupational groups, bargaining units or job series. The effect is that female-dominated and male-dominated groups are considered separately. For example, a committee might first evaluate all the skilled trades, then all the clerical jobs. This is a problem because it increases the chances of a "halo" effect which distorts the evaluation process. These global impressions or "halos" around the value of a factor may spread to other factors. For instance, the second point in the following statement represents a halo effect of the first point. "This job is a highly responsible position; therefore it must require great technical knowledge". A reverse halo effect has also been noted - valued jobs seem more valuable and less valued jobs less valued. The phenomena of "gender halo" is characterized in the extreme, by statements such as "this job is performed by women, therefore it must involve few skills ... or little responsibility ... or good working conditions."⁷

It is quite simple to avoid the potential problem of gender halo. First, evaluation teams can use a random procedure to determine the order in which job titles will be evaluated. Secondly, all jobs could be rated on one factor (or group of factors) before moving on to the next factor.

Appendix D provides a possible format for the application of the job evaluation system to the job specifications.

CORRECTING PAY INEQUITIES

This stage complete, the parties can now move on to the interpretation phase. If pay discrepancies are identified between comparable male and female-dominated job classes, negotiations begin to identify a way to adjust the wage structure and bring the female-dominated job classes in line through wage adjustments.

Refer to Book 3 in this series - Interpretation and Wage Adjustment - available from the Manitoba Pay Equity Bureau. Book 1 - Job Evaluation provides assistance in identifying and avoiding gender-bias.

Job Identification

EMPLOYER: DEPARTMENT:	JOB TITLE: DATE PREPARED:
APPROVED	
For the Union/Employee _____ _____	For the Employer: _____ _____
Date: _____	Date: _____
	Date Effective: _____
<u>TITLE OF IMMEDIATE SUPERVISOR</u>	
<u>TITLES OF THOSE SUPERVISED</u>	
<u>JOB SUMMARY</u>	

Job Description

Identifying Information

Department _____ Working Title _____

Branch _____ Incumbent's Name _____

Staff Number _____ Supervisor's Name _____

Classification of Position _____ Supervisor's Title _____

Position Summary

(Summary of the overall purpose of position. A one to two sentence capsule of position's primary purpose.)

Position Duties And Responsibilities

(List in order of importance the major responsibilities of the position. For each responsibility describe what is done, why it is done and how it is done.)

State Magnitude (% of Time)

Supervisory Responsibilities

(Identify the supervisory responsibilities of the position and number of people directly supervised.)

Supervision Received

(Identify kind of supervision, instruction, or direction the incumbent receives.)

Job Identification

EMPLOYER: DEPARTMENT:	JOB TITLE: DATE PREPARED:
APPROVED	
For the Union/Employee _____ _____	For the Employer: _____ _____
Date: _____	Date: _____ Date Effective: _____
<u>TITLE OF IMMEDIATE SUPERVISOR</u>	
<u>TITLES OF THOSE SUPERVISED</u>	
<u>JOB SUMMARY</u>	

APPENDIX B

Job Description

Identifying Information

Department _____ Working Title _____

Branch _____ Incumbent's Name _____

Staff Number _____ Supervisor's Name _____

Classification of Position _____ Supervisor's Title _____

Position Summary

(Summary of the overall purpose of position. A one to two sentence capsule of position's primary purpose.)

Position Duties And Responsibilities

(List in order of importance the major responsibilities of the position. For each responsibility describe what is done, why it is done and how it is done.)

State Magnitude (% of Time)

Supervisory Responsibilities

(Identify the supervisory responsibilities of the position and number of people directly supervised.)

Supervision Received

(Identify kind of supervision, instruction, or direction the incumbent receives.)

Consequence Of Error/Impact Of Decisions

(Indicate if work is subject to check and by whom. What would happen if error occurred. What would be the impact of incorrect decisions?)

Contacts

(Indicate working level of contacts and reasons for contacts - give both verbal and written.)

Knowledge And Abilities

(Indicate educational requirements, specialized training, and qualifications. Outline type of work experience required.)

Machines And Equipment

(List major tools, equipment or machines used in the work and the percentage of time spent using them.)

Working Conditions

(Description of place, type of work space, surroundings, illumination, atmosphere and hazards.)

Certifications

Employee's Signature _____ Date _____

Supervisor's Signature _____ Date _____

APPENDIX C

Job Specifications

Identifying Information

Department _____ Working Title _____

Branch _____ Incumbent's Name _____

Staff Number _____ Supervisor's Name _____

Classification
of Position _____ Supervisor's Title _____

Factor	Sub-Factor	Job Requirements
Skill	Basic Knowledge	(Statements of the job requirements for each sub-factor or factor)
	Experience and Training	
	Complexity	
Effort	Physical Effort	
	Mental Effort	
Responsibility	Contacts	
	Consequence of Error	
	Material and Equipment	
Working Conditions	Working Conditions	

Approved _____ Date _____

Application Of JES To Job Specifications

Identifying Information

Department _____ Working Title _____

Branch _____ Incumbent's Name _____

Staff Number _____ Supervisor's Name _____

Classification of Position _____ Supervisor's Title _____

Factor	Sub-Factor	Degree	Points	Substantiating Data
Skill	Basic Knowledge			
	Experience and Training			
	Complexity			
Effort	Physical Effort			
	Mental Effort			
Responsibility	Contacts			
	Consequence of Error			
	Material and Equipment			
Working Conditions	Working Conditions			

Total points _____ Approved _____ Union _____

Date _____ Employer _____

FOOTNOTES

¹ Helen Remick, "Strategies for Creating Sound, Bias-Free Job Evaluation Plans - Job Evaluation and the EEO: the Emerging Issues," (papers presented at the IRC Colloquium, New York, 1978), p. 4.

² Ronnie J. Steinberg and Lois Haignere, "Equitable Compensation: Methodological Criteria for Comparable Worth," (paper presented at a conference on "Ingredients for Women's Employment," State University of New York, Albany, New York, 1985), p. 14.

³ Steinberg and Haignere, 1985, p. 17

⁴ Donald J. Treiman, "Job Evaluation: an Analytic Review - Interim Report to the Equal Employment Opportunity Commission" Washington, D.C.: National Academy Press, 1979, pp. 52-53.

⁵ Steinberg and Haignere, 1985, pp. 15-16.

⁶ Kathleen King and Ann F. Hoffman, "Comparable Worth: A Trade Union Issue" Women's Rights Law Reporter, Vol 8. Number 1-2, 1984, p. 95.

⁷ Steinberg and Haignere, 1985, p. 20.

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Affirmative Action: A program that aims to remedy the effects of discriminatory hiring and training practices, and to achieve equitable employment opportunities for designated target groups including women, natives, visible minorities and the physically disabled.

Arbitration: The process by which a board or arbitrator, acting under the authority of legislation, a collective agreement or mutual consent of both parties to a dispute, hears both sides of a controversy and issues an award, which is ordinarily binding on both parties.

Award, Decision or Order: The final decision of an arbitrator, binding on both parties to the dispute.

Bargaining Agent: The exclusive representative of a group of workers or employers in the process of collective bargaining.

Bargain in Good Faith: The requirement that two parties meet and confer with minds open to persuasion with a view to reaching agreement.

Bargaining Unit: A group of employees recognized by the employer and certified by a labour board for the purpose of collective bargaining.

Benchmark Jobs: A representative sampling of jobs covering the spectrum of jobs in an organization. Benchmark jobs can be used as reference points in the design and application of a job evaluation system.

Collective bargaining: Method of determining wages, hours and other conditions of employment through direct negotiations between the union and employer.

Comparable worth: The principle that jobs can be compared even though they may be dissimilar in nature but equal or equivalent in terms of skill, effort, responsibility and working conditions. This term is often used in the United States and is synonymous with pay equity in Canada.

GLOSSARY OF TERMS

Compensation Policy: The standards which an organization uses in making wage and salary compensation decisions.

Complaint-based Legislation: Legislation which requires an employee(s) to identify an alleged inequity and file a complaint. The complaint is then reviewed and investigated and either confirmed or denied. A confirmed complaint requires correction.

Effort: The measurement of mental and physical application required in a job to adequately perform the assigned tasks.

Employee Representative: A representative of non-unionized employees.

Equal Pay for Equal (or Substantially the Same) Work: The principle that a woman doing the same or substantially the same work as a man in an establishment should receive equal pay.

Equal Pay for Work of Equal Value: The principle of paying equal pay for different jobs in an organization which are determined to contribute the same or comparable value to that organization. A principle which will eliminate gender-based wage discrimination. The terms pay equity or comparable worth can also be used to describe this concept.

Establishment: A term often used in pay equity legislation to define the "workplace". Manitoba's legislation requires comparison of jobs within an establishment, not outside the establishment.

Factor: A basic component or part of a job evaluation plan which is used to measure characteristics of a job. For pay equity purposes, four factors are measured. They are skill, effort, responsibility and working conditions.

Factor Comparison: A method of job evaluation which compares jobs by making judgments about which jobs contain more of certain compensable factors than others.

Female-dominated Job Class: For pay equity purposes, a job class with 10 or more employees, where 70% or more of the people in the job class are women.

Gender-bias: Any practice or program which incorporates discrimination between men and women, either directly or indirectly.

Gender-dominance: A job class which is occupied predominantly by women, or predominantly by men. According to Manitoba's legislation, a class is gender-dominated if it has 10 or more incumbents, with 70% or more of the same gender.

Gender-neutral: Any practice or program which does not incorporate or allow gender-discrimination between men and women, either directly or indirectly.

Implementation: For pay equity purposes, the carrying out of The Pay Equity Act with implementation complete after wage adjustments have been made.

Increment: The difference between two consecutive pay grades in a wage structure. For example, if pay grade one pays \$5.00 per hour and pay grade two pays \$5.17 per hour, 17 cents is the increment.

Industry-wide Bargaining: Collective bargaining that takes place on an industry-wide basis; terms and conditions of employment agreed upon cover all or a major portion of the organized employees in the industry.

Job Analysis: A systematic collection of the various tasks involved in a job or job class and the minimum requirements needed to perform the job adequately. The process of information gathering.

Job Class: "Class" or "class of positions" means a group of positions involving duties and responsibilities so similar that the same or like qualifications may reasonably be required for, and the same schedule or grade of pay can be reasonably applied to, all positions in the group.

GLOSSARY OF TERMS

Job Classification: A type of job evaluation whereby the total job is evaluated and is then slotted into a pay grade that has been defined. Each job is placed into the grade where the grade description most closely fits the particular job being evaluated.

Job Description: A written description of the requirements of the job including job duties, tasks, responsibilities and scope.

Job Evaluation: The process of comparing the value of jobs in order to determine the position of one job in relation to another.

Job Evaluation System: For purposes of pay equity, a single, gender-neutral evaluation system capable of measuring skill, effort, responsibility and working conditions.

Job Ghettoization: The concentration of women into low-paying, low status jobs.

Job Specifications: Identification of the amount, level or type of skill, effort, responsibility and working conditions required to perform the duties and responsibilities listed on the job description.

Labour-management Committee: Any committee having representation from both management and labour. They may discuss such topics as safety and health, training, or job evaluation.

Male-dominated Job Class: For pay equity purposes, a job class with 10 or more employees, where 70% or more of the incumbents in the job class are men.

Manitoba Labour Board: The board, provided for under The Labour Relations Act of Manitoba, which is responsible for certification of trade unions, the inclusion of dispute-settling provisions in collective agreements and investigation of complaints of bad faith in collective bargaining.

Method of Least Squares: The statistical procedure for computing a line of regression by finding the best fitting straight line for a set of points.

Non-traditional Jobs: Occupations which have generally been filled by either women or men to the exclusion of the other.

Occupational Segregation of Women: The concentration of women into a narrow range of occupations, primarily clerical, sales, service and health care.

Pay Equity: The concept of equal pay for work of equal value, based primarily on the relative value of work performed, irrespective of the gender of employees. Manitoba requires that no employer covered by The Pay Equity Act shall establish or maintain a difference between the wages paid to male and female employees, employed by that employer, who are performing work of equal or comparable value.

Point-rating or Point Factor: A method of job evaluation in which a rating scale is constructed for each factor, each factor receives a numerical score, scores are totaled and a job value is established.

Policy Capturing: A method of job evaluation which relies heavily on statistical procedures for capturing current pay policies of a company and identifying wage discrimination based on gender. Factors and weightings can then be adjusted to remove the identified wage discrimination.

Pro-active Pay Equity Legislation: Requires employers, in co-operation with employee representatives, to initiate an audit of their pay practice within specific timelines and to identify and correct any pay equities between male and female-dominated job classes of equal or comparable value.

Ranking: A method of job evaluation in which jobs in the organization are ranked in order on the basis of their importance to the organization or general difficulty.

Ratification: Formal approval of a newly negotiated agreement by vote of the union members affected, as well as by employers or employer associations.

Rating Committee: A committee established to objectively determine the value of jobs by applying the job evaluation system to the job content information.

Regression Analysis: Used to test for the impact of an independent variable on the dependent variable while statistically controlling for the effects of other independent variables. For pay equity purposes, it is used to estimate the relationship between point values of evaluated gender-dominated jobs and the pay rates.

Responsibility: Aspects such as accountability or decision making components of the job. Often measures consequence of responsibility such as cost factors, human relations, supervision.

Salary Range: The full progression of increments from starting rate to maximum for a particular job, job class, or pay scale.

Salary or Pay Line: For pay equity purposes, the determination of the female or male salary structure in a workplace. The pay line identifies the general trend of an organization's pay practice as applied to male and female-dominated job classes. Can be determined statistically by Method of Least Squares to produce a wage regression line.

Scattergram or Scatter Diagram: A diagram or graph, pictorially displaying the relative values of jobs or job classes and their respective wage rates.

Skill: The level of knowledge or ability required to perform the tasks of the job. Often measured in terms of education, experience and training.

Sub-factor: A further breakdown of identified factors. In job evaluation plans, a factor such as skill could have sub-factors such as education or on-the-job training; effort could be broken down into sub-factors such as physical effort and mental effort.

Systemic Discrimination: Discrimination in employment policies or practices that adversely affects certain groups even though the discrimination may not be overt or intended.

Systematic Undervaluation: A consistent application of bias by either application or design.

Under Representation: Where the number of women participating in a specific type of job is lower than the representation in the general population.

Wages: "Wages" means any form of remuneration payable or benefit provided by an employer for work performed by an individual. "Wage rate" has a corresponding meaning.

Wage Gap: The difference between the average wage paid to men and women.

Wage Structure: A systematic and logical arrangement of the compensation of an organization, usually called pay grades.

Weighting: The process of allocating a higher emphasis to one factor than another, so that the factors considered to be of relatively greater importance to an organization, assume greater importance.

Working Conditions: Encompasses the environmental surroundings and also the conditions under which the tasks are performed. These conditions could be either physical or psychological.